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Purpose: To analyze important aspects of *King of Shadows* and find in-depth connections regarding other ways in which to appreciate William Shakespeare

Audience: Britt, Daniella, and Heather

Genre: “Will’s Web” (concept map/ flow chart)

Engagement: I was able to look deeper in connections within different genres: a play, a novel, and media. It also got me excited about the topic of the renaissance and eager to incorporate some of this in my future classroom.

For this Lens, I starting thinking about what we discussed in class and what some of the most important points were that we wrote down. For *King of Shadows*, we talked about how Nat really needed to cope with his feelings and Shakespeare was a father figure to him that allowed him to embrace his deepest sadness. We also agreed that the way Susan Cooper incorporated history into the novel was extremely beneficial and interesting. Personally, when I had to read works of Shakespeare in high school it was so boring. I can remember my teachers going over what certain phrases meant or what the culture was like back then and just being so uninterested. The way Cooper infused words, meanings, language, and described the surroundings of the past through Nat was absolutely brilliant. I learned so much more then I did in my class because it was built-in to a fictional story that I became engrossed in.

I chose to take the “intertextual” perspective for this response because there are many obvious connections in this novel. William Shakespeare was a real person and he was incorporated in a fictional novel. I believe that if students had the chance to read this book before having to read any of Shakespeare’s works or background, they would have a completely different perspective on how they feel about learning the material. As stated in *Pleasures*: “Any given text always has many other texts in its background, and shares many characteristics with them: not just obvious allusions, but also ideas, images, and basic story patterns” (184).

I also found it interesting that *Pleasures* talks about genre today (pg. 212) and how genres for children’s literature today include forbidden topics from the past. This got me thinking about Nat’s parents dying: one from cancer and one from suicide. Are these topics too harsh for the students that would read this book? Although this book is an easy read, I would personally share it with high school students while they are learning about Shakespeare. Furthermore, *Pleasures* explains, “myths of all ages and cultures express archetypal knowledge and therefore convey important truths even to those who aren’t members of the culture that produced them” (326). Essentially, even though *King of Shadows* is a myth, it shares so much knowledge about a previous culture. I believe that it is more engaging to provide students with entertaining literature so they can experience the embedded knowledge for themselves.

Lastly, making connections between books, movies, plays, experiences, and anything else possible is what helps children build their knowledge, their schemata. A light bulb clicks and suddenly, they have created meaning for themselves. It is just as important to explore differences, as it is similarities because that is how we distinguish specifics and find deeper meaning within our surroundings. I made a concept map type of genre to show the interconnectedness between *King of Shadows, Romeo and Juliet*, and the film *Romeo and Juliet*. For me, it is always really neat to see a book that I have read as a movie because the music and just experiencing it a different way is awesome. It also shows that there are different interpretations of works and how they are alike and different. There are multiple ways in which children can find connections and even come up with their own ways to demonstrate them.

Web is on next page

LENS 3- *Intertextual*

Will’s Web

**Song** in the movie called “*What is Youth.”*

Film allows people to aesthetically embrace the story. Students can then hear the different words and environment, just like they were reading in the novel and play.

The **history** within all of these works is outstanding and an exciting way to explore the past.

There is also the theme of **Love**: it is full of emotion and being able to see it and hear it brings it to life.

Romeo and Juliet the 1996 Film by Franco Zeffirelli

The theme **Tragedy**: relates to the theme of grief. As the most focused on tragedy is death, there is also smaller conflicts that can be talked about and related to: the Capulets and the Montagues feud can be related to Nat’s feud with Roper.

“Their course of love, the tidings of her death:

And here he writes that he did buy a poison

Of a poor 'pothecary, and therewithal

Came to this vault to die, and lie with Juliet.”

Romeo and Juliet

pg. 74- “Like an arrow he went to my haunting, which I had so tried so hard and so long to hide from everyone, and most of all from myself.”

pg. 75- “But here is thy father dying for the love of a woman…”

pg. 82- “I suddenly realized I was thinking about him, without panic or tears, in a way I haven’t done since he died.”

pg. 105- **“Love is love. An ever-fixed mark. Remember that, and try to be comforted.”**

pg. 180- “We never talk about him, do we? I think we shall, more often, now you’re getting older.”

The theme **Greif**: Allows students to connect to Nat finally. It is comforting to see how reaching out to others when you are in sorrow can relieve you of pain and help you embrace your circumstances.

King of Shadows